

ANNUAL REPORT

Teaching and Learning 2024-2025

Acknowledgement

The University of the Fraser Valley is situated in the traditional territory of the Stó:lō peoples. The Stó:lō have an intrinsic relationship with what they refer to as S'olh Temexw (Our Sacred Land); we express our gratitude and respect for the honour of living and working in this territory.

VISION

Teaching and Learning offers transformational experiences that engage and provoke learners and educators in lifelong, reciprocal learning. We nurture the development of a university culture that values continuous professional growth and promotes excellence and innovation in teaching and learning. Our vision is grounded in principles of equity, diversity, and inclusion and is committed to Indigenizing higher education.

MISSION

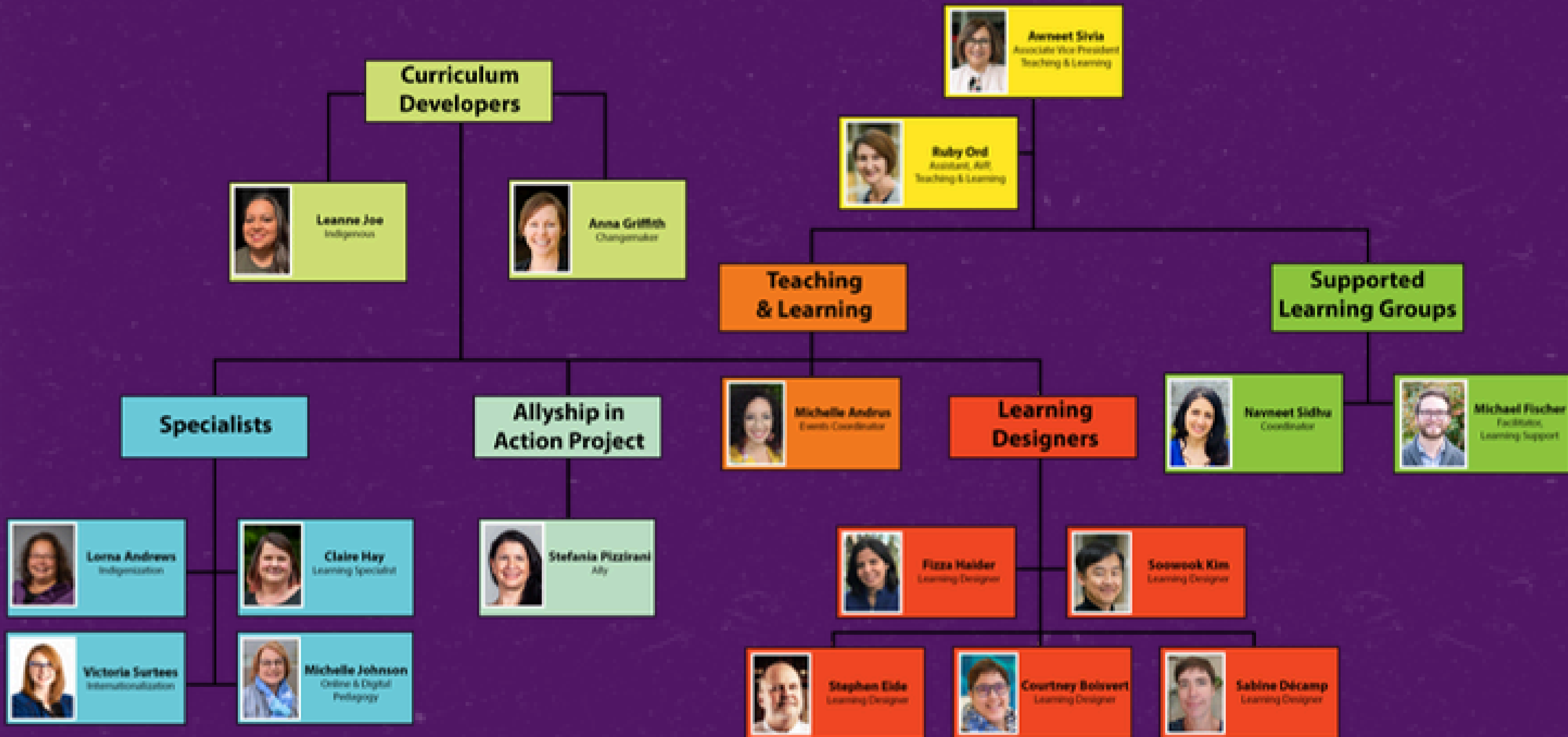
Teaching and Learning supports the goals of UFV by providing leadership, support and resources for the continuous advancement of evidence-based teaching.





Meet the Team





WEB LINKS FOR STAFF INFO:

TEACHING &
LEARNING

SUPPORTED
LEARNING
GROUPS



Dr. Tracy Ryder Glass

Congratulations to the Teaching and Learning Centre (TLC) for their continued leadership as we, as a community, continue to evolve, learn, and engage in our ever-changing learning environment. I express my gratitude to the TLC team for their guidance and support in furthering innovative ways of pedagogy, classroom delivery, curriculum development, instructional design, and scholarly activity. As the pages that follow demonstrate, the amazing TLC team continues to work tirelessly in creating a professional home for faculty and instructors with opportunities to engage through communities of practice, mentorship, and with the collective goal of excellence and innovation in teaching.

A handwritten signature in white ink, appearing to read 'Tracy Glass'.

Dr. Awneet Sivia

The Annual Report celebrates the dedication, passion, innovation, and inspiration of the outstanding Learning Specialists, Curriculum Developers, Learning Designers, Coordinators, and Facilitators. They work synergistically to fuel empowering relationships with faculty and staff across UFV. Through engagement in CoPs, working sessions, Brightspace transitions, SLG peer-to-peer instruction, Changemaker TIPP, Indigenization, ConnectED, Launch, and much more, T&L supports UFV educators to create and experience powerful learning. As Dr. Gannon reminded us, “hope is an action”. Read on to learn more about the actions that bring hope, joy, empowerment, innovation, and more to UFV’s teaching and learning landscape.

A handwritten signature in white ink, appearing to read 'Awneet Sivia'.



ConnectedED

May 2024

UFV Teaching & Learning hosted **ConnectedED 2024** – a day for building connections, engaging in teaching and learning experiences, and creating opportunities for transforming education, one conversation, idea, and action at a time. The event was a huge success in advancing understanding about engaging learners and reaching our potential as educators. **Dr. Kevin Gannon**, our Keynote and author of *Radical Hope*, explained, “when we adopt a student-centered philosophy, the possibilities for a truly transformative pedagogy open before us. Truly transformative pedagogy is radical.”

Presenters: 31

Sessions: 24

Attendees: 167



Accessibility Awareness

FLO MicroCourse: Designing for Accessibility Using POUR Principles

Fizza Haider collaborated with Gina Hamilton, Academic Advisor, School of Education, to design and co-facilitate a week-long microcourse on digital accessibility.

The FLO MicroCourse: Designing for Accessibility using POUR Principles was an online course through BCcampus from January 20 – 26, 2025.

There were 45 active participants in the course, reviewing materials, completing activities, and interacting with each other over Zoom and through discussion forums.

The course aimed to build digital accessibility skills by orienting them to the four overarching principles in the POUR framework: **Perceivability**, **Operability**, **Understandability**, and **Robustness**.

The course brought together a group of accessibility champions from across Canada, and feedback was overwhelmingly positive on the design, instruction, and applicability of the POUR framework.

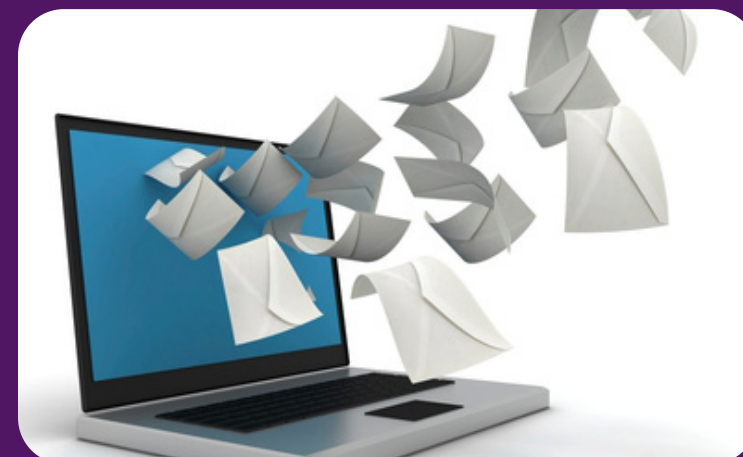


User Statistics

2024-2025



**One-to-one
Consultations
1,333**



**Emails to askTLC
4,044**

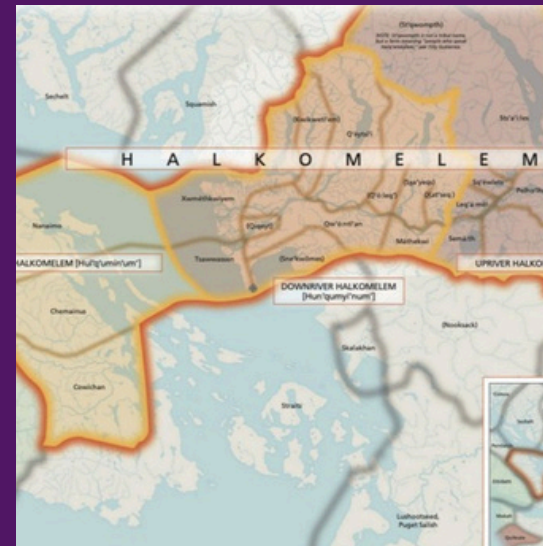


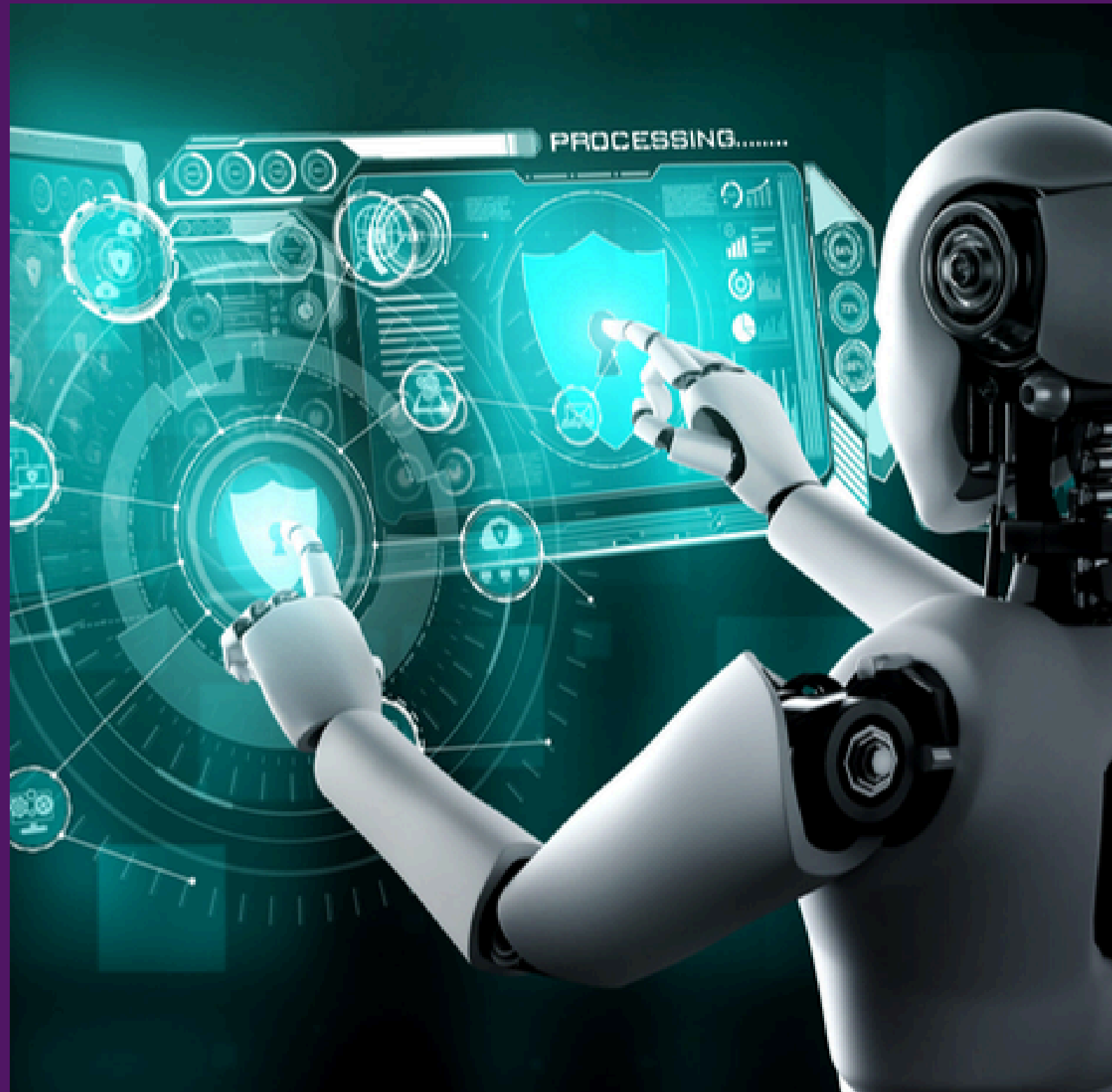
**Workshops
184**

Indigenization

The TLC supports the journey of decolonization and Indigenization in a variety of ways:

- Chat-R, Chat-S
- Educators Journey Toward Reconciliation
- Weaving Knowledge Systems
- Curriculum Development
- Halq'eméylem Language learning
- Bridging secondary/post-secondary with Indigenous students
- Territorial Acknowledgement
- Elders/Knowledge Keeper Guidelines
- Dr. Gwen Point - story work
- Indigenous research support





Artificial Intelligence

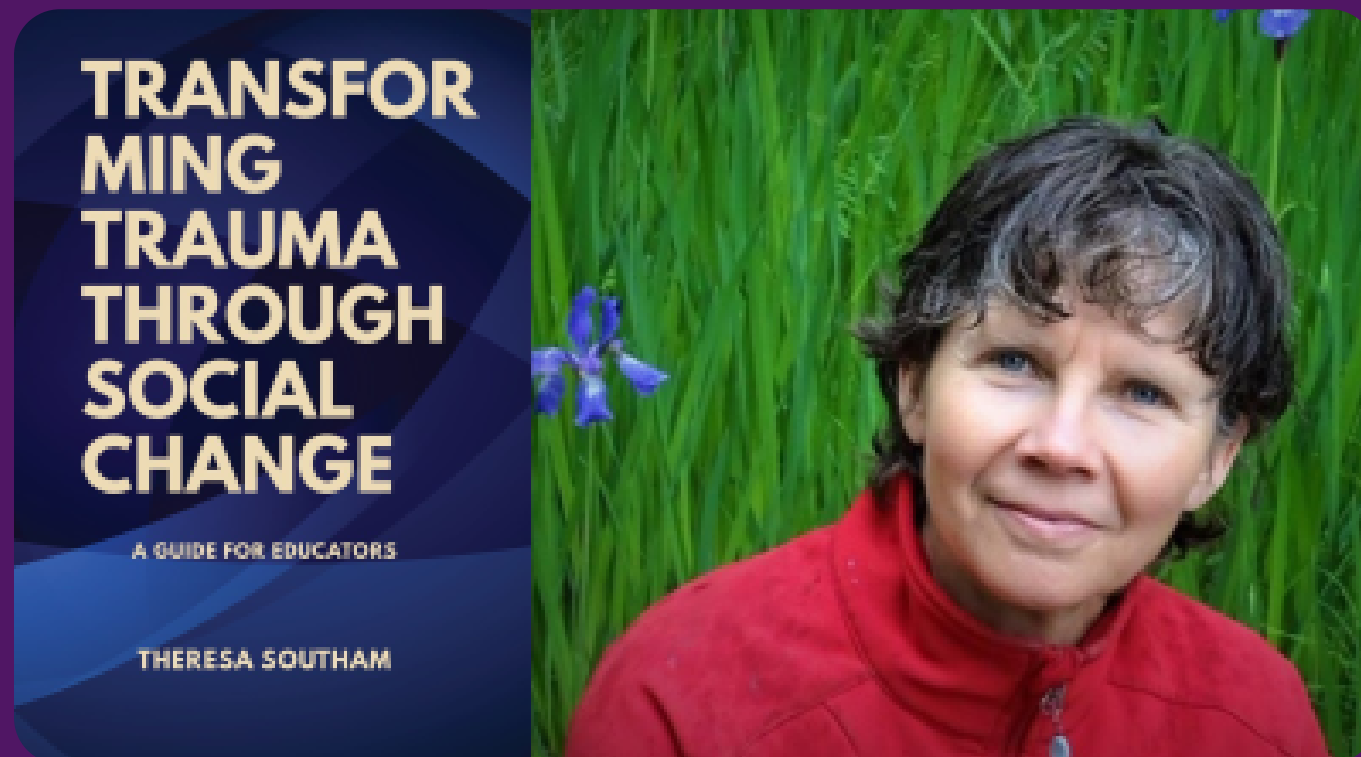
AI continues to shape UFV's teaching and learning landscape. In response, the TLC has created AI guidelines, a new website dedicated to AI resources, and workshops to assist faculty in developing AI informed assignments. Here's a snapshot of some of those sessions:

- AI and Assessment
- Writing Thoughtfully with AI
- AI Guidelines in the Syllabus
- AI - Embedded Curriculum
- Chat-Tech (AI focus)
- AI and Changemaker Education

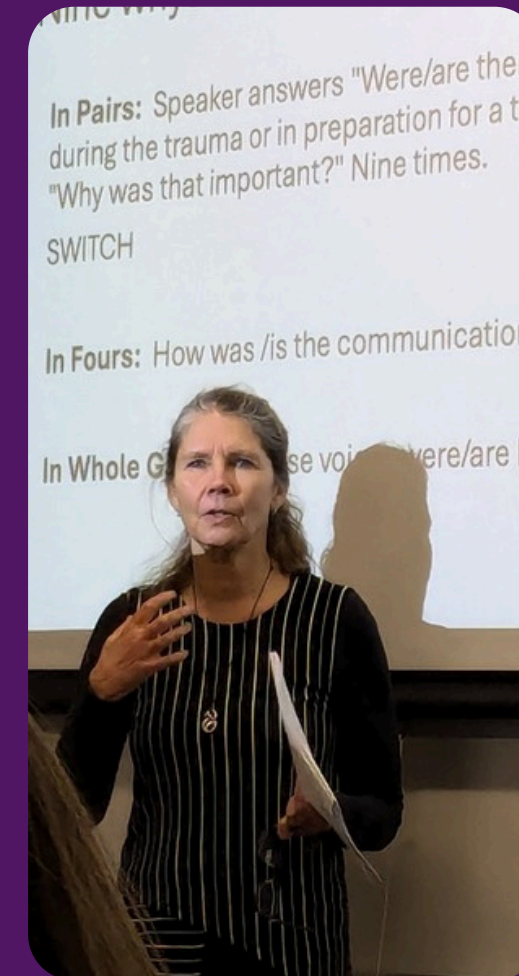
Fall Forum: Trauma-Informed Teaching

Focussing on collective growth and resilience

When we talk about trauma, we so often focus on the hurt and the negative impacts. Dr. Southam's book breaks that cycle by focusing on healing through gratitude and collective action. For TLC's Fall Forum, she shared powerful stories of activities and structures that she and others have used to support communities and students in making sense of their experiences and identifying opportunities for action. 22 UFV faculty participated in the day long workshop. Drs. Wilbur and Strumm formed a provincial Trauma-Informed Education Network.



For example, using Liberating structures, such as the Nine Whys and the Generative Relationships STAR, we reflected together on the values that underpin our and our community's drive to transform trauma into positive social change and to explore tools for identifying barriers and enabling factors. As participants completed these deeply relational and impactful activities, many shared words like reflective, inspired, and supported.



Changemaker & TIPPP Fund

2024-2025 recipients

The Teaching and Learning Centre is excited to announce the 2024 recipients of the Teaching Inquiries into Pedagogical Practices (TIPPP) Fund. This year's focus on changemaking celebrates UFV's 50 years of creating positive impact in the Fraser Valley and beyond.



Dr. Rita Atake,
Associate Professor, School
of Communication
*Navigating Intercultural
Communication and
Relational Bias*



Dr. Lolehawk Laura Buker,
Assistant Professor, Indigenous
Studies
*Gathering the People: Guided
by Spirit, Good Heart, and Mind*



Dr. Geetanjali Gill, Associate
Professor and Program Chair
*Student Presentations and Expert
Panel on Youth Changemaking in
Global Development*



Dr. Chang Lu, Associate
Professor, School of Business
*Using Improvisational Comedy
Methods to Enhance Teaching
Effectiveness in Business,
Society & Nature*



Hannah Savido,
TASK Program Instructor
*TASK + KIN Health and
Wellness*



Amea Wilbur, Associate
Professor, Department Head
*What's Relationality Got to
Do with It?*



Marina Tourlakis, Assistant
Professor, Biology
*Using Design and
Quantitative Reasoning to
Understand Human Genetic
Variation*



Dr. Michael Corman,
Associate Professor,
Sociology
*Structural Competency
Workshop: First-Year
Nursing Students*



Dr. María Eugenia de Luna,
Assistant Professor, Modern
Languages Institute & Arts
Studies
*Decolonizing Linguistic
Education: Fostering Equity
and Advocacy in LING 101*



Dr. Mariano Mapili, Associate
Professor, School of Land Use
and Environmental Change
*Injecting Creativity in
Community-Based GIS Projects
through Augmented Reality and
Decolonized Mapping*



Alison Pritchard- Orr,
Associate Professor, Faculty
of Health Sciences,
Kinesiology
*TASK + KIN Health and
Wellness*



Dr. Brianna Strumm,
Associate Professor | BSW
Program Chair, School of
Social Work and Human
Services
*What's Relationality Got to
Do with It?*



Rob Taylor, Assistant
Professor, English
Campus Author Visit

Curriculum Innovation & Faculty Development

Curriculum Development & Retreats

- BSW Curriculum Mapping Retreat (May 27), Led by Claire Hay & Victoria Surtees to conclude a semester-long mapping and assessment project.
- Geosciences Program Redesign (May 29 & Aug 19), Claire Hay & Awneet Sivia facilitated program reimagination and learning outcome development.
- CYFS Curriculum Mapping, Guided alignment of BA CYC course outcomes to ILOs by Hay & Surtees.
- Agriculture Outcomes Workshop (Apr 22), Interactive session to map competencies for Agricultural Technology diploma.

Learning Outcomes & Expectations Workshops

- MSc Computing Science (May 31), Claire Hay contributed to program outcome development.
- SOCA Retreat (Aug 21), Victoria Surtees facilitated classroom expectation strategies.
- Academic Freedom Workshop (Mar 2025), Sivia & Surtees presented to Computer Science faculty on best practices.



Digital Tools, Inclusion & Indigenization



Digital Learning & Tools

- Faculty of Health Sciences
 - Michelle Johnson shared Brightspace strategies for UDL and active learning.
- Continuing Education PD Day
 - Fizza Haider & Courtney Boisvert introduced an online instruction guide and Hyflex tech.
- Brightspace Transition
 - Boisvert & Sabine Decamp presented the LMS migration plan to FECHD.

Trust & Inclusion Workshops

- Building Trust Across Cultures (June 21 & April 2024)
 - Victoria Surtees led sessions at Ancillary Services and VP Admin retreats.

Indigenizing Curriculum

- Adult Education SIF Grant Project
 - Lorna Andrews & Amea Wilbur co-developing a 400-level course with Indigenous epistemologies, guided by elders and knowledge keepers.

Celebrate Learning

May & Dec
2024



Marina Turlakis, Assistant Professor, Biology

Drawing to Unlock Genetics: Harnessing Visualizations to Simplify Complex Concepts



Matt Olafson, Instructor, Welding Applied & Technical Studies

Guerilla Teaching: Planting Seeds and Growing Community



Keith Harms, Assistant Professor, English

Labor-based Contract Grading



Claire Hay, Specialist, Teaching and Learning

Thinking beyond the grade – experiences of ungraded classrooms



Mike Corman, Associate Professor, Sociology

Ungrading and challenging the normative in higher education



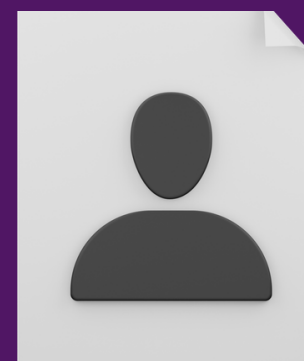
Jess Wind, Assistant Professor, Arts & Integrated Studies

Arts & Integrated Studies — A year of ungrading



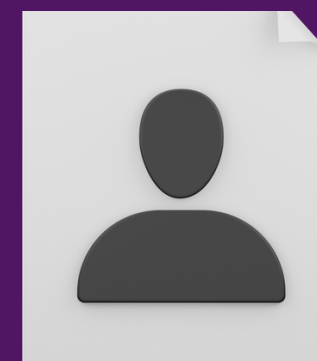
Patrick Watchorn, Sessional Instructor, Carpentry, Trades & Technology Centre

Building Engagement: Elevating Carpentry with Kahoot Quizzes



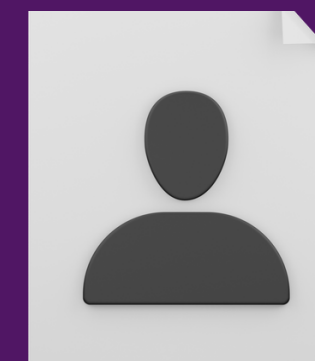
Mandeep Pannu, Associate Professor School of Computing

Cybersecurity Hack-a-thon: Empowering Learning through Interactive Activities



Yvonne Dzal, Assistant Professor Biology

Unlocking Success: The Two-Stage Exam Approach



Sylvia Richardson, Sessional Instructor, Indigenous Studies

Seven Circles: Indigenous Teachings for Living Well

Showcasing some exceptional UFV educators from different disciplines, each sharing their innovative approach to student learning.

“Celebrate Learning at UFV” is an excellent opportunity to acknowledge and applaud the adaptability, creativity, and dedication of our UFV educators when it comes to helping students learn.

A blurred background image showing people in a meeting or collaborative work environment. One person's hand is visible holding a pen over a document.

Communities of Practice

The T&L Specialists and Curriculum Developers host numerous CoPs to support a generative dialogue about effective educational practices. This model promotes inclusive, courageous, personalized, reflective, and productive conversations to address contemporary challenges facing PSE. As instructors discuss topics relevant to their own contexts, instructors develop new insights and perspectives to guide them in adapting to the changes they are facing, and are prompted to take risks and innovate practice. Here is a list of the CoPs from 2024-25:

- CoP Chat-International
- CoP Collaborative Online International Learning (COIL)
- CoP Craft & Commiserate
- CoP Holistic Assessment
- CoP Indigenous Faculty
- CoP Technology in the Classroom
- CoP Changemaker Education

Faculty Collaborations

Joint & Sessions & Presentations

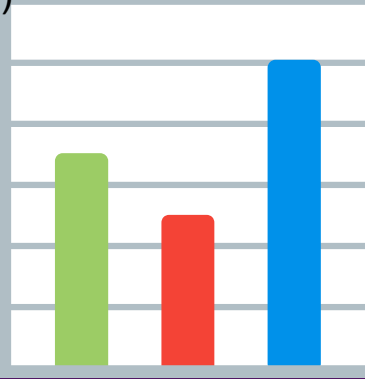
- 
- School of Health Sciences: PD on Assessment, Flipped Classrooms
 - Presentation to FECHD Faculty Council (Open Education)
 - ILO Workshop: Fraser Valley India (all faculty)
 - Indigenization Workshops: Agriculture, Economics, Health Studies, Computing, Librarians, CECE

Retreats & Department Events

- 
- Agriculture Retreat & Meeting
 - Math & Stats Department Retreat
 - SOCA Retreat & Meeting
 - English Department: Retreat + Meeting
 - School of Business Meeting
 - Social Work: BSW Program Committee & Curriculum Committee
 - MACS Curriculum Committee

- 
- School of Computing Curriculum Committee
 - Faculty of Health Studies Curriculum Committee
 - Health Sciences Faculty Council
 - FECHD Indigenization Committee
 - Health Studies Indigenization Committee
 - Faculty of Science: Indigenization Committee
 - Kinesiology Department Meeting
 - Faculty of Health Curriculum Committee
 - School of Creative Arts Curriculum Committee

Committee Participation

- 
- Institutional Research Services (2x)
 - Intro to 5R's: IR, BSN/LPNA Teams
 - IDR Interconnected: CECE
 - Territory Acknowledgement Sessions (Econ, Agri, Health)
 - Educators Journey Towards Reconciliation – Librarians
 - First Peoples Principles of Learning – UUP

Institutional Collaborations



Online Course Guidebook

Tips for creating a
welcoming and engaging
online environment



Online Course Guidebook

Enhancing Online Teaching and Learning

The *Online Course Guidebook* was created along with a short *Essentials vs Extras* summary to provide instructors with evidence based guidance on best practices in online classes, in both synchronous and asynchronous. This guidebook contained strategies for Course Content, Community Building, and Assessments that instructors could use in any online environment. The Essentials vs Extras guide summarized the report and provided a quick reference for ways to improve an instructors online course quickly with a few small changes. See links below for more details.

- [Online Course Guidebook](#)
- [Guidebook Essentials and Extras](#)

Learning Outcomes Guidebook

**Building coherent curriculum by
Aligning ILOs, PLOs, and CLOs:**

Program and course learning outcomes at UFV that are aligned with Institutional Learning Outcomes support student learning. This new resource titled [A Guide for Learning at UFV Part A - Developing Learning Outcomes](#) was developed to provide theoretical frameworks and practical steps for developing learning outcomes. The guidebook contains excellent examples of mapping curriculum to outcomes, and provides evidence-based approaches to developing contemporary and forward-leaning learning outcomes beyond Bloom's Taxonomy. This is an invaluable resource for all new program, course, and class syllabi development.

A Guide for Learning at UFV

Part A: Developing Learning Outcomes

Claire L. Hay

UNIVERSITY
OF THE
FRASER VALLEY
TEACHING AND LEARNING

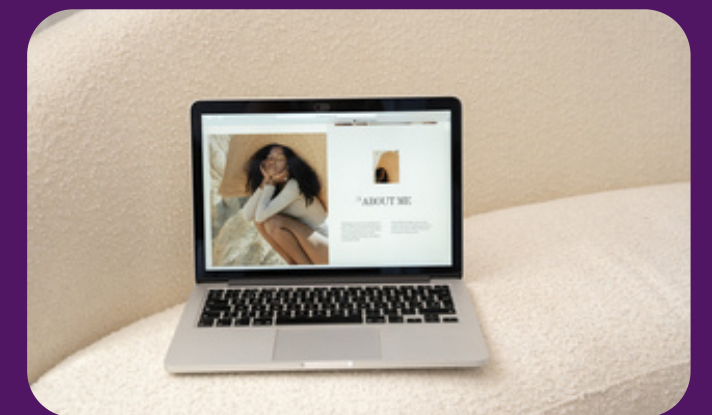
LMS Project



TLC/ITS Team
Collaboration;
Dream Teams;



Brightspace is the new
LMS; Launch event
October 1, 2025.



Fall Learning Modules
and Winter 2025 Pilot
with 12 instructors



Launch 2024-2025

The 2024-25 Launch Program included 34 tenure-track faculty participants, 18 sessions over Fall and Winter semesters, and supports new faculty in developing their identities, practices, and competencies as UFV educators. Michelle Johnson and Claire Hay facilitate the course and the topics, taught through multiple modalities and UDL strategies, include:

- Indigenization and the 5 Rs
- Accessibility
- High Impact Active Learning Strategies
- Assessment Models
- Scholarship of Teaching and Learning (SoTL)
- Teaching Inquiries
- Syllabus Design
- Intercultural Communication and Competence
- Reflective Journals and Discussion Forums
- Scholarship and Research on Effective HI Teaching
- Digital Tools and Online Pedagogies
- Community Building and Classroom Dynamics
- Guest Speakers
- Metacognitive Analysis of Teaching Experiences

Supported Learning Groups

Highlights of this exceptional peer-to-peer instruction program include the following successes:

- Supported **75 sections** in the faculties of Business, Biology, Chemistry, Physics, Geography, Mathematics & Statistics, Anthropology, Kinesiology and Computer Science.
- Fall 2024 **600 students** attended SLG.
- Employed **22 leaders** (fall) and **19 leaders** (winter)

Testimonials:

“I learnt a lot of skills, but some key ones include mentorship, multitasking, being spontaneous and adaptable. You're constantly growing and improving. One of the most rewarding parts is the bond you build with students—you actually get to see your efforts turn into their success, especially when you genuinely put in the work.”

“I have gained so many essential skills in leadership, communication, and organization. I am also not afraid of public speaking anymore.”

“Leadership development: leaders get hands on experience and incredible support in developing as facilitators.



Winter Forum: Brightspace

BRIGHTSPACE UNVEILED: INSIGHTS, INNOVATIONS & FACULTY PERSPECTIVES!



“Brightspace Unveiled,” a dynamic forum where we explored our new LMS! We got an inside look at Brightspace, heard from faculty who piloted it, and discovered key features to enhance teaching and learning.

Michelle Johnson, Fizza Haider, and Sabine Décamp facilitated a session that included:

- An overview
- Why Brightspace?
- Brightspace platform overview
- Faculty Panel
 - Their experiences
 - Challenges & successes
 - Tips for a smooth transition
- Next Steps & Support



We heard from three Faculty members who were part of the Winter Pilot, Dr. Luisa Giles from Kinesiology, Patrick Watchorn from Carpentry, and Maya Grant from Nursing who shared their experiences using Brightspace, challenges and successes, and their tips for a smooth transition. Attendees also had the opportunity to ask questions and share insights on how the new system could support innovative teaching practices.

**Let's Work Together
and Create
Something Great**

[UFV.CA/TLC](https://ufv.ca/tlc)

@TLCATUFV